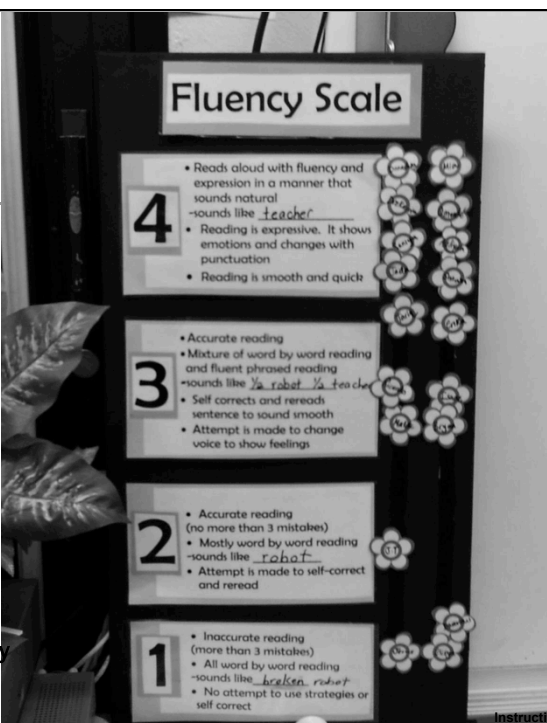
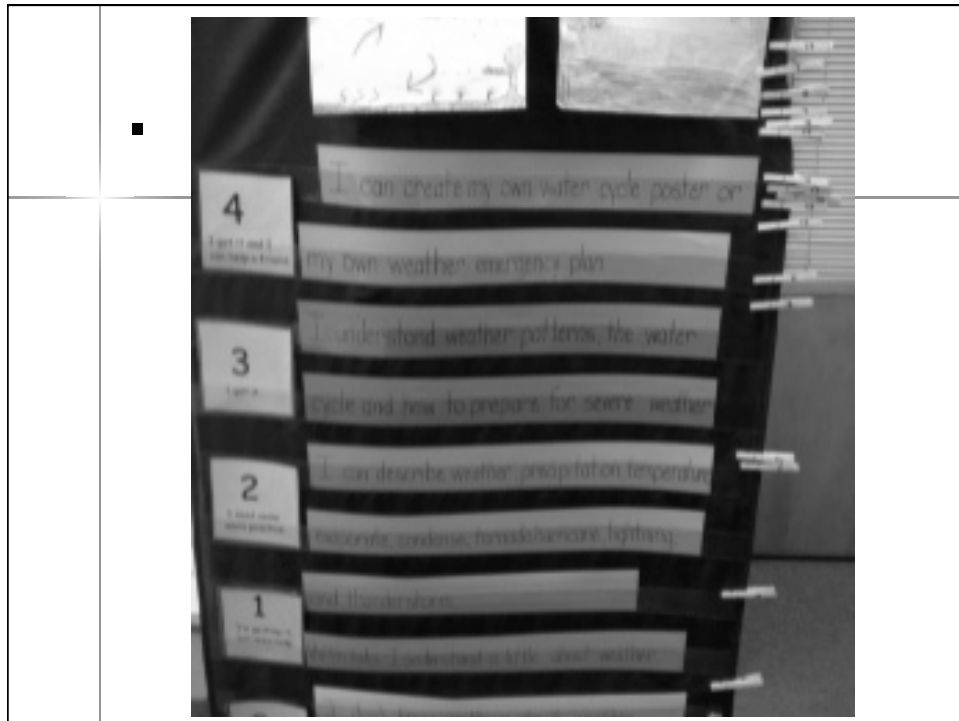


Learning Continuum Scale

- A scale is an attempt to create a continuum that delineates distinct levels of knowledge and skill relative to a specific topic.
- It can be thought of as an applied version of a learning progression.
- A well-written scale should make it easy for teachers to design and score assessment tasks that can be used to generate both formative and summative scores.

Dr. Robert Marzano

		
<p>Courtesy: Hamilton Elementary 1st Grade Team</p>		<p>Instructional Excellence & Equity</p>




Course: EDG 4410 – Writing Objectives in the Cognitive Domain	
Standard: Aligns instruction with state-adopted standards at the appropriate level of rigor (FEAP A.1.a.)	
Learning Goal: Recognize, select, write, and classify behavioral objectives using the cognitive taxonomies (FEAP 2.a.1.a./PEC 1.6; applicable NGSSS and CCS)	
Topic (Keywords): domains of learning, taxonomy, cognitive, affective, psychomotor, behavioral objective, standards	
Essential Question: How does the knowledge of the domains of learning influence your planning?	
➡	4.0 In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard, the student will: <ul style="list-style-type: none"> Students will be able to explain the different levels of the different domains to each other. No major errors or omissions regarding the score 4.0 content
➡	3.0 ★ The student will: <ul style="list-style-type: none"> Students will be able to differentiate between the different taxonomies. Students will be able to write objectives at different levels of the cognitive domain. No major errors or omissions regarding the score 3.0 content (simple or complex)
➡	2.0 The student recognizes and describes specific terminology such as: <ul style="list-style-type: none"> Students understand the vocabulary (domains of learning, taxonomy, behavioral objective, etc.) The student will: <ul style="list-style-type: none"> Students will be able to differentiate between the different taxonomies some of the time. Students will be able to write objectives at some of the levels of the cognitive domain. No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes
	1.0 With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
	0.0 Even with help, no understanding or skill demonstrated

	<h2>Domains of Learning</h2>
	<ul style="list-style-type: none">■ Each lesson plan must include goals/objectives, or statements indicating what students should be able to do at the end of a period of instruction.■ Each objective falls within at least one of three domains (or categories) of learning.

	<h2>Affective Domain</h2>
	<ul style="list-style-type: none">■ Objectives reflecting underlying emotions, feelings, or values rather than level of thinking.■ Example: <i>The music student will appreciate music from the Baroque period.</i> 



	<h2 style="text-align: center;">Hierarchical Levels of the Affective Domain</h2>
	<ul style="list-style-type: none"> ■ Receiving (Attending) ■ Responding ■ Valuing ■ Organization ■ Characterization by a value or value complex: One behaves in a manner consistent with one's value system.

	<h2 style="text-align: center;">Psychomotor Domain</h2>
	<ul style="list-style-type: none"> ■ Objectives in this domain deal with movement. ■ Example: <i>The dance student will perform all 5 basic positions of ballet with 100% accuracy.</i> <div style="text-align: right;">  </div>

Psychomotor Domain Hierarchy

- Moving – gross motor control
- Manipulating – fine motor coordination
- Communicating – communication of ideas and feelings
- Creating – represents the student's coordination of thinking, learning, and behaving in all three domains

Cognitive Domain

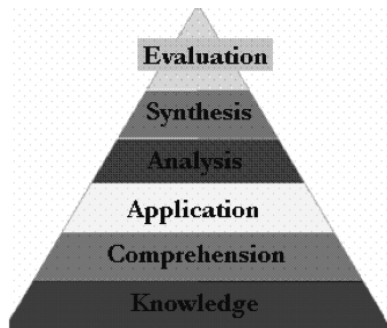
- Objectives that deals with level of thinking required of the student
- Most objectives in the schools tend to come from the cognitive domain.
- Cognitive domains most referred to:
 - Bloom's Taxonomy of Educational Objectives; six hierarchical levels.
 - Anderson and Krathwohl's Taxonomy
 - Revision of Bloom's Taxonomy
 - Flips the last two levels of Bloom's Taxonomy



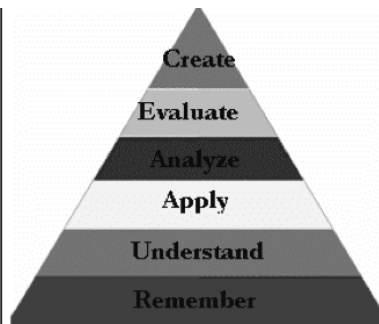
Cognitive Domain

- New Model: Anderson and Krathwohl's Taxonomy (2000)
- Very similar to Bloom's Taxonomy, except for switching of the two highest levels.

Bloom's Taxonomy



Anderson and Krathwohl's Taxonomy



Levels of Bloom's Taxonomy of Educational Objectives

- Knowledge: requires students to memorize and recall information
- Comprehension: requires students to demonstrate some level of understanding
- Application: requires students to use previously acquired information in a setting other than that in which it was learned. Students are required to transfer their skills to another setting/situation.

Levels of Bloom's Taxonomy of Educational Objectives

- **Analysis:** requires students to draw relationships among ideas or to compare/contrast; break down information.
- **Synthesis:** requires students to draw from what he/she has learned and produce something unique. **Highest level in Anderson and Krathwohl's model.**
- **Evaluation:** requires students to form judgments about the value or worth of something and to substantiate his/her judgment. **Next to the highest level in Anderson and Krathwohl's model.**

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